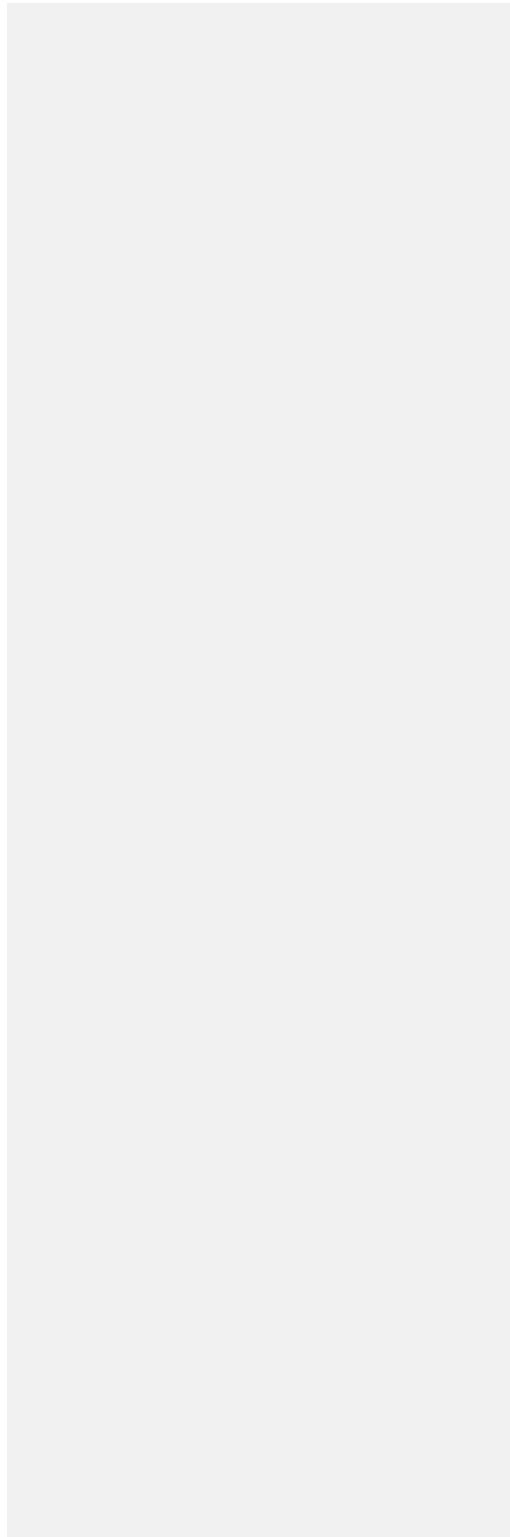




Our Vision: One Student at a Time
Our Mission: Laying the Foundation for Success

SSST YEARLY PLANNING GUIDE



SSST Yearly Planning Guide

ONGOING RESPONSIBILITIES – All year:

- Support students with intense needs in the least restrictive, most appropriately inclusive environment. Co-construct materials and strategies appropriate for students with intense needs: visual prompts, social stories, checklists, visual organizers, recommendations for behavioural management, reward systems, etc.
- Co-teach or model strategies for classroom teachers.
- Review new student files/share pertinent information with applicable school-based staff and Student Support Services(SSS) personnel
- Maintain on-going files
- Create and/or update IIPs in Clevr.
- Review and act on SSS professional reports
- As needed and permitted, confer with SSS professionals and outside agencies
- Utilize, consult and update the record of adaptations for students (Clevr).
- Communicate with administration
- Regular and consistent contact with teachers, parents, EA's, SSS team regarding student progress
- Monitor at risk student: those whose gaps in learning and/or behaviours are increasing.
- Provide requested research and needed resources to classroom teachers appropriate for specific etiologies (ex. autism, FASD,ODD,etc).
- Conduct assessments/observations and make programming/intervention recommendations.
- In consultation with appropriate SSS professionals, complete assistive technology/adaptive equipment requests when needed.
- Ensure transportation forms are submitted to the Meadow Lake Office.

AUGUST/SEPTEMBER

- Check programming placements for accuracy and suitability.
- Convey to administrative assistant within the first week of school the names of students in the following programs: Modified (11, 21, 31); Alternate Education (18, 28, 38); and Functional Integrated Program. (Applicable to gr. 10-12 schools)
- Transition to life planning should begin three years prior to school completion.
- Schedule MAPs, IIP, and team meetings.
- With classroom teachers, parents, administrators, review IIP's that were created in June for accuracy, relevancy, and feasibility. Determine the methods of data collection or progress reporting.
- Ensure that all individuals identified within IIP as providing supports are aware and in agreement with their stated involvement.
- Co-create IIP's for new students with demonstrated intense needs.

review Cum. Files regarding students who are on your caseload.

Commented [MG1]:

- review at-risk information from June regarding students who may need extra support.
- meet with School-Division team and admin to review caseload – OT/SLP/Ed.

Psych/Counsellors

- Review with administrator the timetables and schedules for EA's.
- Review forms and referral processes & communicate these processes to all staff members.
- Update new staff members regarding programming and supports for students with intense needs.
- Share any priorities with staff as needed.
- Ensure parents understand and are in agreement with Modified Programs, Alternate Education (AE), and Functional Integrated Programs (FIP).
- Complete or request assessments arising from end of previous year or for new students requiring assessment.
- Ensure graduating Alternate Education students have required courses
- Continue to informally review and identify students for identification of special needs.
- Complete classroom observations. Begin work within classrooms.
- EAL forms and assessments if you are the designated EAL person at your school (Due to the Turtleford Office to the Coordinator of Student Services by Mid September)

OCTOBER

- By October 14th hand in IIP's to the Coordinator of Student Services (at the T'ford office)
- Continue to work within classrooms, with students and with teachers to build capacity.

NOVEMBER

- Consult with teachers regarding student-led conferences.
- Collaborate with teachers to complete any report card inserts, IIP progress reports and/or plan updates (IRPs, Behaviour plans, etc.).
- Print Progress reports and have them signed by admin and classroom teacher
- Continue to work within classrooms, with students and with teachers to build capacity.

DECEMBER

- Identify students who may need formal assessment for Grade 10 programming
- Continue to work within classrooms, with students and with teachers to build capacity.

JANUARY

- Evaluate and update goals from first semester
- Collaborate with Grade 9 teachers to develop student portfolios for at-risk students and those students you are recommending for modified courses (11, 21, and 31). Identify students receiving significant adaptations from the record of adaptations.

- Begin scheduling and having IIP review meetings- continue into February/March.
- Start thinking about transition needs for students with intensive needs entering the school system, and those transitioning from grade to grade, school to school, or school to life.
- Collaborate with teachers to complete report card inserts, IIP progress reports and/or any plan updates (by mid-January).
- Print IIP progress reports and put one in the cum file with teacher/admin signatures at end of the term (Applicable to High School).

FEBRUARY/MARCH/APRIL

- Transition meetings should be organized for students and families who need time to prepare for change.
- Consult about students who may be moving into modified and/or AE program.
- Arrange any retention meetings (see AP361 for information on retention).
- Begin arranging transition meetings
- Continue to develop portfolio for students moving into Modified, AE, and FIP programming.
- Identify students that will continue to receive additional learning supports in the fall.
- By mid-April, collaborate with teachers to complete report card inserts, IIP progress reports and/or any Plan updates.
- Continue to work within classrooms, with students and with teachers to build capacity.

MAY/JUNE

- Facilitate transition meetings and IIP planning for the upcoming school year. Parents should be part of these meetings.
- Register any applicable students for the *I Can* games.
- Be prepared for mid-May IIP work with SSS personnel
- Begin Woodcock-Johnson testing in consultation with Ed. Psych.
- Begin draft of EA schedule for forthcoming school-year
- Clone the IIP & by the end of June complete IIP's in CLEVR for the forthcoming school-year and send an email to the Coordinator of Student Services when all IIPs are completed and ready for perusal and feedback. The Coordinator will complete the Division Approval tab once the IIP has been reviewed.
- Complete pertinent documentation and place in cumulative file year-end reports
- If necessary, prepare summer packages for students, in consultation with teachers.
- Collaborate with teachers to complete progress reports and put in cum file.
- Celebrate your hard work!